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Ontario Department of Education

SYLLABUS

OF

Regulations and Courses

FOR THE

English-French Model Schools

AT

Ottawa, Sandwich, Sturgeon Falls
and Vankleek Hill

SESSION 1920-21

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CONTENTS

GENERAL REGULATIONS: PAGE

Location 5
Purpose 5
Session 5
Conditions of Admission 5
Travelling Expenses and Board 7
Duties of Staffs 7
Duties of Teachers-in-Training 8
Text Books 8
Literary Society 9
Courses 9
Organization of the Professional Courses 10
Observation and Practice-Teaching 11
Details of Courses 12
- Science of Education 12
- School Management 13
- Special Methodology 14
- Reading 15
- Spelling 16
- Composition 16
- Literature 17
- Grammar 18
- History 19
- Geography 20
- Nature Study 20
- Arithmetic 21
- Writing 22
- Art 22
- Vocal Music 23
- Hygiene 24
- Physical Culture 24
- Manners and Morals 25

Examinations 25
Certificates 26
- Renewal of Certificates 26

The English-French Model Schools of Ontario, 1920-21

LOCATION

1. The English-French Model Schools are situated at Ottawa, Sandwich, Sturgeon Falls and Vankleek Hill, and will be conducted if a sufficient number apply for admission.

PURPOSE

2.—(1) The purpose of the English-French Model Schools, including the affiliated Schools, is to prepare students for certificates of the Third Class, by training them in the theory and the art of organizing, governing, and instructing the pupils of the English-French Public and Separate Schools of the Province; and to improve the general culture of such teachers, and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of such schools.

(2) (*a*) At Sandwich, Sturgeon Falls and Vankleek Hill, such Public and Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and by such teachers of the affiliated English-French Separate Schools as the Principal of the Model School may designate for this purpose.

(*b*) At Ottawa the affiliated English Separate Schools are used for the purpose of observation, and the affiliated English-French Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and by such teachers of the affiliated English-French Separate Schools as the Principal of the Model School may designate for this purpose.

SESSION

3.—(1) The next session of the English-French Model Schools begins on Tuesday, the 7th day of September, 1920, and ends on the second Friday of June, 1921.

(2) There are two vacations, as follows:

At Christmas, beginning on Friday, December 17th, 1920, and ending on Monday, January 4th, 1921; and

At Easter, beginning on Thursday, March 24th, 1921, and ending on Monday, April 4th, 1921.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

CONDITIONS OF ADMISSION

4.—(1) Application for Admission shall be made to the Deputy Minister not later than August 21st 1920, on a form to be supplied by him.

(2) With his application to the Deputy Minister, the applicant shall submit on official forms the following certificates:—

(*a*) A certificate from competent authority that he is a British subject.

(*b*) For admission to the course at Ottawa, Sandwich and Vankleek Hill, or the senior course at Sturgeon Falls, either a certificate from the Deputy Registrar General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relatives cognizant of the fact that the applicant will be, at least, sixteen years of age on or before September 1st, 1920.

(*c*) For admission to the Junior Course at Sturgeon Falls, a similar certificate or affidavit that he will be at least fourteen years of age, on or before September 1st, 1920.

(*d*) A certificate from a clergyman, or other competent authority, that he is of good moral character.

(*e*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the Public and Separate School Courses of Study.

(3) The applicant shall also forward with his application one of the following:

(*a*) For admission to the Junior Course at Sturgeon Falls, a certificate of having passed (*a*) the Junior High School Entrance examination or an equivalent or a higher Ontario examination; or (*b*) the Brevet d'Ecole Modèle examination of Quebec, or at least the equivalent thereof.

(*b*) For admission to the Course at Ottawa, Sandwich, or Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate of having passed (*a*) the examination for Entrance into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or its equivalent; or (*c*) the Brevet d'Ecole Académique examination of Quebec, or at least the equivalent thereof.

(4) Before admission to the Course at Ottawa, Sandwich, or Vankleek Hill or to the Senior Course at Sturgeon Falls, the candidate shall pass at the school an oral examination in English and French Reading and Conversation, and a written examination in English and French Grammar, Composition, and Spelling, unless he has already passed the examination for Entrance into the English-French Model Schools. These examinations, both oral and written, shall be of the same standard as the examination for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results shall be settled by the Principal.

(5) (*a*) If a candidate's application is approved, he will receive a card of admission from the Deputy Minister, and shall attend the Model School to which he is assigned. Without such card he shall not be admitted.

(*b*) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

NOTE.—No one will be admitted to an English-French Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the English-French Schools of the Province of Ontario for which his certificate is valid, for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

TRAVELLING EXPENSES AND BOARD

5.—(1) (*a*) The Department of Education will pay 90c. per diem for living expenses to teachers-in-training who have been in attendance at an English-French Model School and whose ordinary place of abode is in Ontario and more than three miles from the Model School. The foregoing allowance will be paid on the report of the Principal of the school in February and July.

(*b*) (i) The Department will also pay the railway and boat fares of teachers-in-training from their homes to the school in September and to their homes at the close of the session. To be entitled to payment for the above travelling expenses it will be necessary to obtain receipts for boat and railway fares, showing the amounts of the fares and the point or points from which the tickets were purchased. No allowance will be made for parlour car, berths, meals on train, luggage, etc.

(ii) The receipts for the travelling expenses to the school must be deposited with the Principal promptly on the arrival of the teacher-in-training at the school and are to be forwarded by him to the Deputy Minister of Education when application is made for the first payment of the allowance in February.

(2) Every teacher-in-training who accepts the aid proffered above shall, on admission, sign an agreement to teach in the English-French Public and Separate Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one-third of the total financial aid for each unexpired year.

DUTIES OF STAFFS

6.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training and shall be responsible to the Minister for the efficiency of the Model School.

(2) The members of each staff of the affiliated Schools shall be appointed by the Board, but their appointment shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Model School Principal.

(3) When, notwithstanding the certificate prescribed in Regulation 4 (2) (*e*) a teacher-in-training is reported to the Minister by the Principal as being physically

unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(4) The Principal shall dismiss at any time during the session from further attendance at the Model School teachers-in-training whose class work, in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

7.—(1) Teachers-in-training shall board and lodge only at such places as are approved by the Principal.

(2) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(3) Teachers-in-training who absent themselves from attendance must present to the Principal, satisfactory reasons for their absence, and failing in this, shall not be re-admitted.

(4) Teachers-in-training who fail to attend regularly shall, unless for reasons satisfactory to the Minister, forfeit their claim to the allowances specified under Section 5 (1).

TEXT-BOOKS

8.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided by the Department with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the Course at Ottawa, Sandwich, and Vankleek Hill and the Senior Course at Sturgeon Falls will be provided with the following text-books needed for the course:

I. For Academic work:

(*a*) Such additional text-books prescribed for the High, Public, and Separate Schools, as may be found necessary.

(*b*) Les Frères des Ecoles Chrétiennes: Leçons de Langue Française (Cours Supérieur).

Charles Leroy: Lectures graduées et leçons de littérature.

Les Frères des Ecoles Chrétiennes: Cours théorique et pratique de Style.

Magnan et Tremblay: Nouvelle Méthode de Langue Française.

II. For Professional work:

(*a*) Ontario Normal School Manuals: The Science of Education, School Organization and Management.

Ontario Public School Manuals: Composition and Spelling, Primary Reading, Literature, History, Geography, Nature Study, Arithmetic, Art.

The Syllabus of Physical Exercises for Public Elementary Schools.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie). Haustrate et Labeau: Cours complet de pédagogie.

III. For work in the Practice Schools:

Such additional text-books used in the Practice Schools as may be necessary

LITERARY SOCIETY

9. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. All the teachers-in-training shall become members of this society and shall attend the meetings regularly. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

COURSES

10.—(1) (*a*) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools.

(*b*) Junior Courses may also, from time to time, as the Minister may deem advisable, be instituted in the other English-French Model Schools.

(2) The Course of Study at Ottawa, Sandwich and Vankleek Hill, and the Senior Course at Sturgeon Falls, shall each cover a period of one school year, and shall be both academic and professional, as follows:

(*a*) A thorough review of the Public and Separate School Courses from the standpoint of Pedagogy and the requirements of the Public and Separate Schools.

(*b*) Special instruction in Writing, Art, Physical Culture, Hygiene, Vocal Music, Sewing, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling).

(3) A continued course of four months will be given to holders of English-French Third Class or Grade B. certificates as provided in section 17 (1) (*c*), who have taught successfully for a period of at least five years and who hold complete Normal Entrance standing.

(*c*) The Science of Education, Special Methodology, and School Management.

The academic review and the special methodology of each subject should as far as possible be taken up concurrently.

(*d*) Supervised Observation in the affiliated schools.

(*e*) Supervised Practice-teaching in the affiliated schools.

Note.—In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the affiliated schools the provisions of the Regulations for English-French Schools shall prevail.

ORGANIZATION OF THE PROFESSIONAL COURSES

Introductory

11.—(1) In the first four weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) An elementary academic review of the following subjects:
Reading, Literature, Grammar, Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) The prime essentials of the Science of Education, and of School Management.

(2) Half of each day of the fourth week shall be spent in a course of observation of the management of the school and of the work done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss the results of such observation with the other members of the staff and the teachers-in-training.

General

12. After the completion of the Introductory Course:—

(1) The course in the Science of Education and the course in School Management should each be taken up three periods a week until finished; and

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Science of Education and School Management, each 60; Manners, 5.

(3) The number of lesson-periods per week for each of the following subjects shall be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition, Spelling, and Grammar, 6; Art, 2; Vocal Music, 1; Physical Training, 1; Writing and Book-keeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes from time to time between lesson periods, and Practice in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

(5) For the more important subjects, lesson-periods of forty minutes each are recommended.

(6) The following principles of selection and order should be observed:

(*a*) Arithmetic should be taken about three periods a week for about the first six months. It should then be continued with at least one period a week to the end of the session.

(*b*) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should be related in organization.

(*c*) In Nature Study the Biological side should be given special attention during the Autumn and the Spring.

Note 1.—School Law and the Regulations should be taken up towards the close of the course.

Note 2.—To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School courses of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

OBSERVATION AND PRACTICE-TEACHING

13.—(1) (*a*) The Introductory Courses provided for in Regulation 11 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons, 25; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(*b*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the affiliated Public or Separate School. As often as practicable, a member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(*c*) After an Observation or a Practice-teaching lesson, the teacher-in-training shall submit a report upon it to the grade teacher concerned for the discussion thereof.

(*d*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(*e*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(*f*) The necessary applications of the Science of Education and of Methodology shall be made systematically by the Model School staff in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(2) (*a*) Model lessons for Observation by the students shall be taught by the staff of the Model School and by the teachers of the affiliated School in accordance with the regular time-table of such School.

(*b*) Before teaching an Observation lesson, the Principal of the Model School, or the Principal of the Public School, or the Model School Assistant, as the case may be, who presents the lesson should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with the previous work of the class.

(*c*) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the grade teacher concerned. The Principal of the Model School shall, as often as practicable, take part in such discussion.

(3) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(*c*) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(4) **Concerted work on the part of the teachers in the Model and the affiliated School shall be secured by frequent conferences, especially at the beginning of the session.**

DETAILS OF COURSES

Science of Education

14. *The object of the course in the Science of Education is to give the teacher-in-training a knowledge of the general principles underlying the art of teaching so that he may be able to ascertain the value of various methods and select the best and most suitable.*

The course, which shall be as practical as possible, includes the following topics:

Aim of Education: Examination of the chief current definitions of Education; relation of aim to procedure in Education.

Education: Nature of education; significance of experience; the learning process; function of the Instructor; the school curriculum; educational institutions, school, church, home, vocation, etc.

General Method: Analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity;

the application of knowledge; forms of presentation; classification of knowledge; lesson types; developing lesson types; the study lesson; the recitation lesson; the drill lesson; the review lesson; the art of questioning.

Psychology: Nature of consciousness; mind, and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception; judgment, reasoning.

Child Study: Periods of development, characteristics of each period.

Book of Reference:—

Ontario Normal School Manual: *The Science of Education.*

Note.—The foregoing course should be taken up in a simple manner with directions by the teacher of the subject as to the sections in the manuals that are of most importance to the teacher-in-training at this stage.

School Management

15. *The object of the course in School Management is to give the teacher-in-training, in the light of the Science of Education, a knowledge of the technique of school management, which shall enable him to secure the smooth and efficient working of his school.*

The course includes the following topics:—

Meaning and Aims of School Management: Aims and scope of organization; the end of good management; relation of management to the teaching process.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and causes of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class room; the play-ground the equipment; the relation of teacher and pupils, of school and home, of the school to the community.

Organization: The aim and scope of organization; the grading and the classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; incentives; methods of dealing with weaknesses and offences, penalties.

Problems and Results: Tests of attainments; tests of mentality; results of good management.

School Law and Regulations: The Ontario Schools Act and the Regulations in so far as they pertain to the duties of school boards, teachers, and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P.S. Act, section 87 and form of agreement.) Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 78-88, 101, 116, and Instructions 12 and 13.)

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc. P. S. Act, sections 49-54, 59, 63, 66, 73-83.)

Non-resident pupils and the charging of fees. (P. S. Act, sections 70, 72.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 113.)

Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

Books of Reference:—

Ontario Normal School Manual: *School Management.*
Ontario Schools Acts.
Regulations and Courses of Study of the Public and Separate Schools.

Special Methodology

16. *The object of the courses in Special Methodology is to prepare the teacher-in-training for teaching in all grades of the schools by showing him how to apply the principles of general method to the work in each subject.*

The course includes the following topics:

(*a*) An introductory general survey of the Public and Separate School Course of Study with a view to understanding its purpose as a whole, the special object of each subject, and the correlation of the different subjects amongst themselves.

(*b*) A systematic review of the subject matter of the Public and Separate School Text-books; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Composition below, and is fully dealt with in the Manual of Methodology. For the methodology of French Reading and Grammar, no special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. Notwithstanding the differences of the content of English and French Reading and Grammar, the Methodology of the former may easily be adapted to the latter by the teacher himself. In the case of Grammar, however, elementary French Etymology should be taken up in the Language Lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences.

Books of Reference:

Kennedy: Fundamentals in Method in Elementary Schools.
Arnold Foster: This World of Ours.
Geikie: Teaching of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. Books I, II.
Les Frères des Ecoles Chrétiennes: Méthodologie.
Les Frères des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carré et Liquier: Traité Pédagogie.
Cuffin: A Child's Guide to Pictures.
Ontario Public School Manuals.

Reading

(1) *The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.*

The course includes the following topics:—

Introductory.—The correlation of reading with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention upon the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature; the value and use of supplementary readers and supplementary reading.

Books of Reference:—

Ontario Public School Manuals: *Primary Reading, Ontario Readers—Books II, III, IV. Manual on Teaching English to French-Speaking Pupils.*

Spelling

(2) *The special object of the course in Spelling is to show the teacher-in-training how best to familiarize his pupils with the forms of written words approved by the best usage.*

The course includes the following topics:

Introductory.—The correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules.

Principles of selection of material; grouping of words; incidental spelling; uses of the dictionary and of the spelling-book.

Book of Reference:—

Ontario Public School Manual: *Composition and Spelling.*

Composition

(3) *The special object of the course in Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English and good French as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.*

The course includes the following topics:

Introductory.—The relation of oral and written composition; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; value of reading and memorizing good literature; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition. Special stress should be laid on oral composition for Junior Classes.

Methods: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected with such criticism and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; methods of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Sentence and paragraph structure; paragraph composition; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developng themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

The following special methodology of teaching English to French-speaking pupils of Form I should be discussed and illustrated in connection with the Manual. The Natural, or Direct method; The establishment of the same direct association between experience and expression as xists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—Showing, expressing, and having the pupils repeat. The object of the method is to give the pupils the command of the language as a means of oral and written self-expression.

If the natural method is properly applied the mother-tongue will be required only to clear up difficulties or to avoid a loss of time, and in that case its use should be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil should understand clearly the meaning of everything he says, and should never be asked to write or memorize anything that he does not understand clearly, and that he cannot say correctly.

These methods are to be adopted when the pupil has already acquired some knowledge of English.

Book of Reference:—
Ontario Public School Manual: *Composition and Spelling.*

Literature

(4) *The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and power of artistic expression of thought and feeling in language.*

The course includes the following topics:—

Teacher's preparation: Special importance of the teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

Methods: The application of the principles of general method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ablity to read well.

Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole; the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization: suitable seat work.

Difficulties of examining in literature; specimen examination questions.

Principles to be kept in vew in selectng works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—**The necessary particulars as to books suitable for supplementary reading may be found in the Catalogue of Books recommended for Public and Separate School Libraries.**

BOOK OF REFERENCE:—

Ontario Public School Manual: *Literature.*

Grammar

(5) *The special object of the course in Grammar is to prepare the teacher-in-training to give his pupils a basis for self-criticism in language by developing the principles of language structure and to train them in habits of logical analysis.*

The course includes the following topics:—

Introductory.—The meaning of Grammar; Its relation to speech; correlation with other subjects; reasons for deferring the formal study of English Grammar till Form IV; when to begin the study of French Grammar.

Methods: The sentence as the starting point; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions; their value; how definitions are to be

obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams: oral and written exercises; treatment of false syntax; its relation to composition.

Book of Reference:—
Public School Manual: *Grammar.*

History

(6) *The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to develop a love of high ideals and enable them to appreciate causal relations.*

The course includes the following topics:—

Introductory: The scope of history; its correlation with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important; the class academic review to deal with the most important features.

Methods: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

The natural attractiveness of biography; the relation of biography to history; the use of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions for pupils of higher grades.

The relation of epochs to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc.; study of present forms of civic institutions.

The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of our Flag. The causes and significance of the Great War.

Book of Reference:—
Ontario Public School Manual: *History.*

Geography

(7) *The special object of the course in Geography is to prepare the teacher-in-training to extend the pupil's knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.*

The course includes the following topics:—

Introductory:—Its relation to other subjects, especially to Nature Study, Elementary Science, and History.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views, sand-table, scrap-book, modelling, map drawing, scales and projections; weather observations and records; simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of the reference library, books of travel, geography readers, etc.; common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details; the proper and systematic use of the Geography Reader for Form III.

Review: The review of the course should lay emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life: the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Book of Reference:—
Ontario Public School Manual: *Geography.*

Nature Study

(8) *The special object of the course in Nature Study is to prepare the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them, and to broaden and deepen interest in nature.*

The course includes the following topics:—

Introductory.—Its relation to formal science; its correlation with other subjects.

Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public and separate schools.

Book of Reference:—
Ontario Public School Manual: *Nature Study.*

Arithmetic

(9) *The special object of the course in Arithmetic is to prepare the teacher-in-training to train his pupils to acquire facility, accuracy and promptness in the use of abstract numbers as applied to problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.*

The course includes the following topics:—

Introductory.—Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of overestimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units, number, a ratio.

Methods: Analysis and synthesis, induction and deduction, compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the methodology of the elementary work and the requirements of teachers engaged in Rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long; factoring; cancellation; division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Book of Reference:—

Ontario Public School Manual: *Arithmetic.*

Writing

(10) *The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with his pupils.*

The course includes the following topics:—

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Note.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the teacher should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Book of Reference:—

Ontario Public School Manual: *Writing.*

Art

(11) *The special object of the course in Art is to give the teacher-in-training such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.*

(*a*) The course includes the following topics:—

Introductory.—Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or of any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water Colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Book of Reference:—
Ontario Public School Manual: *Art.*

Vocal Music

(12) *The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school-work and the occupations of daily life.*

(*a*) The course includes the following topics:—

Tune: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its division into halves, quarters, or thirds in varied combination.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa or Staff notation; part songs and patriotic songs of recognized merit. These should commence with the simpler elements of time and tune, and proceed to the more advanced grades, in so far as the time available for this purpose will permit.

(*b*) Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will so state.

Books of Reference:—
Cringan: *The Educational Music Course.*
Curwen: *The Teacher's Manual.*

Hygiene

(13) *The special object of the course in Hygiene is to train the teacher-in-training in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.*

(*a*) The course includes the following topics:—

School Hygiene: School sanitation: common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provisions of *The Ontario Public Health Act and Regulations,* so far as they pertain to pupils, teachers, and school boards.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

Accidents and Emergencies.—First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-stroke, burns; bandaging.

Book of Reference:—
Ontario Public Health Act and Regulations.

Physical Culture

(14) *The special object of the course in Physical Culture is to prepare the teacher-in-training to provide properly for the physical training of his pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.*

The course includes the following topics:—

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simple forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

BOOK OF REFERENCE:—
The Syllabus of Physical Exercises for Public Elementary Schools.

Manners and Morals

(15) *The special object of the course is to enable the teacher-in-training to train his pupils in those social rules of conduct that are the outgrowth of regard for the rights, the feelings and the convenience of others.*

The value of politeness in social and business relations; the correlation of Manners and Morals; their elementary principles.

EXAMINATIONS

16.—(1) (*a*) The final standing of the teacher-in-training in Groups I and II, enumerated below shall be determined on the combined results of his Sessional Records, a final examination in June, based upon the courses as laid down in this Syllabus, and his observation and practice-teaching records.

(*b*) The Sessional Records shall consist of estimates of the class tests, practical work, and home exercises in each subject and an examination at Christmas.

(*c*) The final examination papers in Group I shall be prepared by the Department and in Group II by the staff of each school. The answer papers shall be read by the staffs and the results settled by the Department.

(*d*) The examination in the subjects of Groups I and II enumerated below shall deal exclusively with the professional side of the subjects.

(*e*) At the examinations in the subjects of Group I, enumerated below, there shall be one paper in Grammar and Composition, and one paper in each of the other subjects, and the maximum marks for each paper shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations. In the case of Literature, Composition, and Grammar, the final examination papers shall be divided into two sections, Part A, English, and Part B, French, and the marks for each of these subjects shall be distributed as follows: 30 for the Sessional Records, 35 for Part A and 35 for Part B of the final written examinations.

Group I.—Science of Education, School Management, Grammar and Composition (English and French), Literature (English and French), Geography, Arithmetic, History.

(*f*) At the examinations in the subjects of Group II, enumerated below, there shall be one paper in Reading and Spelling, and one paper in each of the other subjects, and the marks for each paper shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations.

Group II.—Writing, Reading and Spelling, Hygiene, Nature Study, Art, Physical Culture, Vocal Music.

(2) The final standing of the teacher-in-training in Observation and Practice-teaching shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 800, and those for Observation lessons 400.

CERTIFICATES

17.—(1) Teachers-in-training who, at the final examination, obtain 50 per cent. of the marks in each paper of Groups I and II, and 60 per cent. of the marks obtainable for Observation and Practice-teaching respectively, may, on the recommendation of the staff, be awarded certificates as follows: (*a*) English-French Teachers' certificates, Grade C, valid for four years to holders of at least English-French Model Entrance certificates; (*b*) English-French Teachers' certificates, Grade B, valid for five years to holders of at least Model Entrance certificates whose standing in French is approved by the Principal; (*c*) English-French Teachers' certificates, Grade A, valid for life to holders of at least Lower and Middle School Normal Entrance certificates who have taught for a period of five years on a certificate valid for this period in the English-French Schools of this Province and have completed satisfactorily a continued course of four months at an English-French Model School.

(2) A teacher-in-training who fails at the final examination in not more than four papers of Groups I and II, but who passes in Observation and Practice-teaching respectively, and makes 35 per cent. of the marks in each paper of Groups I and II, may, on the recommendation of the staff, be granted an English-French District certificate valid for two years in an English-French School. He may, thereafter, upon the recommendation of the Inspector, upon passing in the papers in which he has failed, be granted an English-French Grade B or C certificate, as the case may be, without attending a second session. All other candidates who fail shall attend a second session.

Renewal of Certificates

(3) Holders of Professional English-French Third Class certificates who are actually and regularly engaged in teaching and who pass in Groups I and II of the final examination of an English-French Model School or of the Second Professional Course of an English-French Summer Model School may, on the recommendation of the Inspector under whom they last taught, be granted English-French Grade B or C certificates, as the case may be, valid as provided by Section 1 (3) and Recommendation 9 of Circular 30½, for five years from the date of issue. For such candidates each paper in Groups I and II shall be valued at 100 marks and the pass standard shall be 40 per cent. of the marks for each paper and 60 per cent. of the aggregate of the marks from each Group. Such candidates, however, may qualify under the conditions of Section 17 (1) above.